SPECIMEN

General Certificate of Secondary Education

A973 CA

History B: Modern World History

Representations and Interpretations

Significance

Specimen controlled assessment task

INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the History B specification for instructions on completing controlled assessment tasks.

- The enclosed tasks are examples of possible areas of study.

- There are two Tasks for candidates to complete for this component.

- The total number of marks for each Task is **25**.

Task 1: Representations and Interpretations

This task tests Assessment Objective 3 [25 marks]

1 (a) Choose one of these representations and interpretations of **X**.
Explain in detail the impression it gives of **X**. Explain how it does this.

(b) Study the other representations and interpretations of **X**.
How far do they give different impressions of **X** from that given by the one you wrote about in **(a)**? Explain your answer.

(c) 'These representations and interpretations disagree about **X** because they were produced for different audiences.' Do you agree with this statement? Explain your answer.

[25]

Task 2: Significance

This task tests Assessment Objectives 1 and 2 [AO1: 10 marks, AO2: 15 marks].

2 (a) Briefly describe the work of (or the main features of) **X**.

(b) Explain why **X** was important in...

(c) How far was **X** more important than other factors (or individuals) such as **Y** and **Z** in bringing about...? Explain your answer.

[25]

A973: Specimen Controlled Assessment Task

Specimen Guidance for candidates

The maximum mark for these tasks is **50**.

GUIDANCE FOR CANDIDATES

Task One: Representations and Interpretations.

- make sure you support your answer to (a) with detailed references to the representation or interpretation you are using.

- in (b) make sure you look for, and explain different and similar impressions - directly compare the different representations and interpretations with the one you wrote about in (a)

- use your knowledge of the topic to help explain your answers

- in (c) make sure you focus on explaining why the representations and interpretations differ

- try and explain a number of different reasons why they differ - do not write only about different audiences

- you can explain reasons for agreeing and disagreeing with the statement!

- you should aim to write about 1000 words.

Task Two: Significance

- keep your answer to (a) brief - just describe the main points

- make sure you write an explanation in your answer to **(b)**. Do not write a description. Try and write about different reasons why X was important e.g. did X affect many people, did X have an impact that lasted a long time?

- make sure you compare factors(or individuals) in your answer to **(c)**.

- in **(c)** you must try compare the importance of X with the importance of other factors. Make sure you reach a conclusion that is supported by your explnations and arguments.
  you should aim to write no more than 1 000 words in total. You should try and use at least 500 of these words in your answer to **(c)**.

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

HISTORY B **J417**

A973: Specimen Controlled Assessment Task

Specimen Teachers Notes

The maximum mark for these tasks is **50**.

INSTRUCTIONS FOR TEACHERS

Candidates can complete the following tasks in any order and at any time during the course of study. It is expected, however, that candidates will complete these tasks either towards the end ,or immediately after, the completion of the relevant learning programme. Candidates should have completed a learning programme based on one of the following:

- The Role of the Individual in History
- The Role of a Factor in History
- A Modern World Study
- A Study in Depth.

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and study the requirements of the mark scheme before planning the learning programme.

Candidates have to complete two tasks, one on Representations and Interpretations and one on Significance.

- **Representations and Interpretations**: during the learning programme candidates should have the opportunity to study, interpret, compare, explain and evaluate a range of representations and interpretations. A range of different types should be used e.g. cartoons, posters, advertisements, film and written. Some should be from the period studied but some might have been produced after the period. During the learning programme candidates should develop the following skills and understanding:

    (i) Knowledge and understanding of different interpretations and representations
    (ii) The reasons for different interpretations and representations
    (iii) Making judgements about the relative merits of different interpretations and representations.

  Candidates should also have knowledge and understanding of the main events, developments and individuals of the topic studied.

- **Significance**: the concept of significance should be addressed during the learning programme. Candidate should be introduced to:

    (i) The different criteria for judging significance
    (ii) Applying these criteria in an informed way to reach and support judgements about significance.

  Candidates should also have knowledge and understanding of the main events, developments and individuals of the topic studied.

It is expected that candidates will complete the tasks in normal lesson time over a number of weeks. It is recommended that candidates are allowed 20 hours to complete the two tasks (10 hours per task). It is expected that candidates will use 6 hours for preparation of each task. This

might include: research, note taking, planning and drafting. The writing-up of the final piece of work for each task should take about 4 hours.

It is the responsibility of Centre staff to ensure that the work that candidates produce is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place are given on page ? of the Specification.

The tasks will need to be adapted so that they are relevant to the historical content of the learning programme followed by the candidates:

- **Representations and Interpretations**: adaptation will include the selection of 5-6 representations and interpretations. These should include pictorial as well as written representations interpretations. They could include representations and interpretations produced over time, and in a variety of forms for different purposes and different audiences. It is important that the representations and
interpretations used are accessible and enable candidates to reach any of the Bands in the mark scheme. If it is found that the representations and interpretations used for parts (a) and (b)of the task do not provide enough issues for the candidates to produce good answers to part (c), it is possible to change some of the representations and interpretations for part (c).
The representations and interpretations used in this task should not have been studied as part of the learning programme.

- **Significance**: adaptation might include the naming of a particular event, individual, belief, development or factor for part (a) In part a development or achievement that the factor contributed to will need to be identified. In part (c) the focus can be switched to another factor if there is a danger of too much overlap with parts (a) and (b). The main adaptation to be implemented for (c) is the identifying of two other factors to allow candidates to investigate and reach conclusions about relative significance.

It is important that the overall nature of the questions and their targets are changed. The questions on Representations and Interpretations must ask candidates to explain one, compare 5-6, and explain reasons for differences. The questions on Significance must require candidate to describe a factor, explain its importance and reach conclusions about relative significance.

The guidance for candidates has been designed to help candidates and should be handed to candidates with the adapted versions of the questions.

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GCSE

HISTORY B **J417**

A973: Specimen Controlled Assessment Task

Specimen Mark Scheme

The maximum mark for these tasks is **50**.

How to use the mark schemes

- Each band descriptor covers all the relevant assessment objectives for the task.
- The descriptors should be read and applied as a whole.
- The candidate's three responses within the task should not be assessed separately - they should be assessed as one answer.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved;
- the quality of written communication.

For example:

- an answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band
- an answer that meets the requirements of many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.

  If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

Controlled Assessment Mark Scheme: Significance

BAND 5: 22 - 25 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions.
- Demonstrate a good understanding of the significance of key features, events, individuals or situations in a broad context, and in the short and the long term. They make sound use of criteria in reaching conclusions about significance. They produce well-developed, well-reasoned and well-supported analyses, explanations, arguments and historical conclusions. They also analyse, as a central feature of the work, a range of factors and interrelationships in the periods, societies and situations studied.
- Select and deploy relevant and accurate contextual knowledge to effectively support their answers.

BAND 4: 16 - 21 marks

Candidates:

- Select a range of relevant information which is generally well-organised and deployed relevantly.
- Demonstrate a sound understanding of the significance of key features, events, individuals or situations including some awareness of the broad context and of short and long term considerations. They make some use of criteria in reaching conclusions about significance. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider a range of factors and interrelationships in the periods, societies and situations studied.
- Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers.

BAND 3: 12 – 15 marks

Candidates:

- Select and organise information, much of it deployed relevantly.
- Demonstrate some understanding of the significance of key features, events, individuals or situations with a limited awareness of the broad context or of short and long term considerations. They identify valid criteria for making conclusions about significance but may not always use them in their explanations. They produce structured descriptions and explanations. They produce conclusions but these are not always well substantiated. Some attempt is made to consider a range of factors or interrelationships in the periods, societies and situations studied.
- Select some relevant contextual knowledge and mostly deploys it relevantly to support parts of their answers.

BAND 2: 7 – 11 marks

Candidates:

- Select and organise some relevant knowledge.
- Describe key features, events, individuals or situations and make assertions about their significance. There is some structure in their descriptions. Their conclusions are not supported. A few other factors are briefly mentioned.
- Demonstrate some contextual knowledge but this is limited and not used relevantly

BAND 1: 0 - 6 marks
Candidates: - Demonstrate limited ability to select and organise information.   - Describe a few key features, events, individuals or situations. Their work contains some relevant material but this is not often deployed relevantly. The issue of significance is barely mentioned.   - Demonstrate little relevant contextual knowledge.

Controlled Assessment Mark Scheme: Representations and Interpretations

BAND 5: 22 - 25 marks
Candidates: - Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret, and infer from, representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations.   - Show a good understanding of why events, people or issues have been interpreted and represented in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information.   - Select and deploy relevant and accurate contextual knowledge to effectively support their answers.

BAND 4: 16 - 21 marks
Candidates: - Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret, and infer, from representations and interpretations, and to explain some differences and similarities across several representations and interpretations.   - Show sound understanding of why events, people or issues have been interpreted and represented in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information.   - Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers.

BAND 3: 12 – 15 marks
Candidates: - Show some understanding of some representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations, and to explain some basic differences and similarities across at least two representations or interpretations. However, some of their work might use surface readings of the representations and interpretations.   - Show some understanding why events, people or issues have been interpreted and represented in different/similar ways. They can identify some of the following reasons but do not always explain them: purpose, audience, context, medium, access to information.   - Select some relevant contextual knowledge and mostly deploys it relevantly to support parts of their answers.

BAND 2: 7 – 11 marks
Candidates: - Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations.   - Can identify differences/similarities between ways in which events, people or issues have been represented and interpreted, and can begin to identify some of the reasons for these differences although some of the answer will be description.   - Demonstrate some contextual knowledge but this is limited and not used relevantly.
BAND 1: 0 - 6 marks
Candidates: - Describe a few surface features of representations and interpretations.   - Attempt to identify differences/similarities between ways in which events, people or issues have been represented and interpreted.   - Demonstrate little relevant contextual knowledge.

Assessment Objectives Grid (included QWC)

Task 1	AO1	AO2	AO3	Total
1			5	
2(a)			7	
2(b)			13	
Task 2	3	3		
2(a)	3	5		
2(b)	4	7		
Total	10	15	25	**50**